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ABSTRACT

Guidelines and suggested instructional materials are outlined as an aid for English instructors who teach non-English-speaking adults. First, teachers are urged to recognize that learning a language is a difficult task that requires a great deal of time; that there are some sounds and words that an adult learning a new language may never be able to make or even discern; that students, however timid, must be encouraged to ask questions and seek help; and that the learning process never ends. Next, several recommendations for instructional procedures are made: (1) conduct an initial assessment of the student's knowledge of English, either through a formal test or through discussion with the student; (2) utilize an interpreter during the first few sessions for students who speak no English; (3) begin the student with two or three language courses selected on the bases of need, level, and time available; (4) identify sounds that may give the student special problems; and (5) have the student perform daily workbook exercises which are challenging, yet easy enough to be handled with reasonable success. Next, the report lists instructional materials that are available, including workbooks, reading lab kits, vocabulary and grammar texts, and audio materials covering conversational English, spelling, phonics, and English for Spanish-, Korean-, and Vietnamese-speaking students. The report concludes with samples of completed course assignments. (JP)

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TEACHING ENGLISH TO NON-ENGLISH SPEAKING ADULTS.

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TEACHING ENGLISH TO NON-ENGLISH SPEAKING ADULTS

When teaching English to those who have not spoken it before, a few truths should be recognized and accepted:

1. Learning a foreign language is a very difficult task.

2. It takes a great deal of time and effort; it never comes easy! Do not expect miracles from your students or yourself.

3. There are some sounds and words that an adult learning a new language may never be able to make--accept this, and help the learner to accept it. They may not even hear some of the sounds that you may be trying to get them to imitate.

4. Foreign speaking students must be encouraged to ask questions and seek help, just as all students do, but the foreign are usually more frightened, timid, and diffident.

5. It is a job never completed. We are all moving toward perfection.

PROCEDURE

Identify level or need, through conversation if testing is not possible. Testing is best if the student understands enough English to be tested. Special testing materials are available, but I have not found them to be useful with our students and our situation. Since most come to us knowing very little English, we usually are unable to give a formal placement test. We employ the student to help us find the proper level of materials. If a student speaks no English, I try to get an interpreter for the first few sessions. Perhaps

the person who brought him to the Lab will be willing to help get the new student oriented and working comfortably.

Depending on the students' needs, level, and time available, we start them in two or three of the following courses:

Surviving in English for Vietnamese
English for Korean Speaking
English for Spanish Speaking
English Self-Taught
Exercises in English Conversations
Language Master, appropriate program
Mott Basic Language Skills
Reading Around Words
Wordcraft
Writing English Sentences
R.F.U. Junior or General, SRA Reading Kit

All of these and others are listed on a separate sheet and will be given to you upon request.

Identify specific sounds that may give special problems. This is done during conversations and while working with the student. Working with the student daily is very important. If this is impossible, work toward it. A foreign language is not learned through casual, infrequent encounters. Some examples of problem sounds are th, p, t, d, f, v, s, c, ch, and sh. Many cannot distinguish the differences in some of these sounds.

Another important activity that we have found very helpful to our students in learning English is a personal workbook to take home and work in and return daily for checking. This gives a daily contact, a required assignment for working with the student that may not occur otherwise. From these

sessions you can learn problem areas, progress, and other valuable information that will aid you in better helping the student. It is the teacher's vital feedback; it is an opportunity to praise, change, and help. Choosing this workbook carefully is important. Try to make it hard enough for the student to learn from, but easy enough for him to be able to handle alone, with reasonable success. If his work is always correct, it is too easy. Here again, I employ the student's assistance; explaining the purpose of the workbook,I ask him to choose from several. Do not feel that you must ask his help. If it is obvious to you which workbook will best serve his needs, give that one to him. Some of the workbooks we use are:

Steck-Vaughn's Steps to Learning,Book 1 & 2
Using English
Adult Reader
Practice in Reading
Everyday English
Learning Our Language,Book 1 & 2
Sounds, Words, & Meanings
Reading Today's English,Book 1 & 2
Success at Work
America's Story,Book 1 & 2

Allied Education Council
The Mott Basic Language Skills

Other important tools for teaching English as a new language are:

1. A good basic dictionary
2. A dictionary of his own language to English (student furnished)
3. A personal "New English Words" list to be built on daily.

Teaching any foreign language, especially English, is a tedious, laborious task, but for the most part it is a labor of love, and no teaching you do will ever be more appreciated or more gratifying.

Test with RFU Placement Test if possible. Give each student a book to work in at home, to be checked by teacher daily. (Suggestions below) Give no more that two listening courses at once.

Reading Labs

Reading for Understanding-General or Junior (SRA)
Reading Lab IIa, IIb (SRA)

Listening Programs

Mott Basic Language Skills Program-1301,1302,301,302,303,304, 601,602,603,604, with tapes (Allied Education Council)

English Self-Taught-Books 1-12 Texts with tapes (Regents Pub.)

Exercises in English Conversations Book 1 (Regents Pub.)

English for the Spanish Speaking Student (Crown Publishers)

English for Korean Speaking People (Conversa-phone)

Surviving in English and Vietnamese (Sandhills School Supply)
Guided Reading-D & E,(Instructional/Communications Tech.,Inc.)
Language Master: English as a Second Language
Basic Vocabulary Builder
Everyday Expressions, English Development

Reading Around Words D - L (National School & Indus. Corp.)
Complete Course in English, Books 1 & 2(Regents Pub.)For advanced.
Wordcraft 1,2,3, Require student to write sentences after each 10-word lesson. They should take tests A,B,&C. (Vocab Incorporated)
Spelling (Educulture) Modules 1-7, Difficult; for advanced.
Phonics in a Nutshell ? May be useful for some advanced students.

Books:Vocabulary

Steps to Learning, 1 & 2 (Steck-Vaughn)
Sullivan Books 1-20 very basic (BRL)
Building Word Power (SV)
Practice in Reading (SV)
Mott Word Bank (Allied Education Council)
Reading Today's English (SV)
Adult Reader (SV)
America's Story 1 & 2 (SV)
Success at Work (SV)

Books: Grammar

Using English (Steck-Vaughn)
Everyday English (SV)
Learning Our Language 1 & 2, (SV)
English Essentials (SV) advanced
English Mastery (SV) advanced
Banner English Series (SV) (3 through 3 grade level)

Activities

Writing English Sentences 1-16 A grammar-writing course by staff
Keep a Word List-"New English Words" with meanings and sentences to study and add to daily.

The following three writing samples reflect the work and progress of the same student.

O. Write the answers to the following questions.

1. What is the title of the story on page 51?

a Man with an Idea. ✓

2. How many paragraphs does the story have?

He story has 4 paragraphs. ✗

3. Was John McAdam a man who gave up easily?

Yes, John McAdam a man who gave up easily.

4. What do you think of his idea? best the way to do somethings.

I think his idea is very important to help the people ~~for~~ find a more convenient way to live.

P. Write a short story of your own. Your story may be a true one, or you may wish to make it up. Give your story a title. Make all the paragraphs tell something about the subject of the story.

(story handwritten in original document)

The Day I've Never Forgot

Before I decided to leave Viet Nam, I would like to have freedom by other country. I have remember November 17, 1978 in my mind, on that day we have permission gone oversea. We think we'll have freedom soon! So we were very happy to enjoy and hope so. Who knows on the same day at the sunset not so long our boat had no help to God! that was very unlucky, so our boat was got a lot of trouble by the Communist sneaky government of the Viet Nam to do something bad for ours! because they shouldn't like the knowledge and the rich people too! I love my wife and our children so much, but the happen come to unfortunist for them so they were passed away by the boat was upside down to deep into near of the shore. I was very sorry for my lovely families! Oh my god! I've never seen them anymore. Really?!

The music in my heart born long after it was heard no more!

I. Read the following story. Discuss the story with your classmates.

The Earth

Russell Brown's little boy sat quietly in his chair. Because he was very still, Russell knew that his son was worried about something.

"What is the matter?" Russell asked his son.

"The man on television talked about the earth. What is the earth?"

Russell did not quite know how to answer his son. Finally he said to him, "We live on the earth. It is a huge place. If you were sitting on the moon, you could see only a little of the earth. The earth is round like a ball or a sphere. It isn't a true sphere because the earth is a little flat at the poles."

"The poles?" his son interrupted. "What is a pole?"

"Well, let me think," Russell said. "This ball or sphere we call the earth has two parts. Each part is called a hemisphere. You can see that the word hemisphere is made up of two words. The first part of the word, hemi, means half. One half of the sphere is called the northern hemisphere. The other half is called the southern hemisphere. Each hemisphere has a pole. The North Pole is the farthest point north that anyone can go on the northern hemisphere. The South Pole is the farthest point south that one can go."

"I see," said his son. "But why is it called a pole?"

Russell didn't know why it was called a pole. He was amazed to realize that he knew so little about the place on which we live. He decided that he was going to learn something about the earth.

Russell said to his son, "Don't ask any more questions now. I'm busy!"

(story handwritten in original document)

Dear Mrs. Nunalee,

English has been a hard subject to me since I became a foreign student. I am not a lazy student, I read my lessons regularly and did all the work you required of me. I spare no pains in looking up the new words in the dictionary.

I studied grammar most diligently so that I can remember most of the rules and definitions. But try hard as I may, no progress has been made in my comprehension of English so far! When I take a new lesson, I can not understand it a bit before you explain it. There are often some grammatical mistakes in most of the sentences I wrote.

What may be the matter with me?

May English is as poor as formerly. I still can not write a good composition. Nor can read with full understanding.

I am sure this should be due to the fact that I have groped alone in the dark. I did not conduct my study in the proper way. I must have a guide to direct me in the work. As you are very enthusiastic in your teaching, I hope you will kindly point out my short comings and show me the way to improve my English.

Your affectionate student,

Jan. 18, 1981